



March 2010
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Where student success is everyone's business.

**ND
Lifelong
Learning
Resource Center**



Center News:

Williston News:

Williston State College has attained a grant from the Department of Commerce to implement an **Early College Success Program**. We are currently working very closely with the GED program at Williston and are helping GED students enroll in our program to help them be more successful at college. The ECSP students are a small group which is given one advisor, who also teaches two classes which they take together. They belong to an organization of their own which creates a community of support. We are committed to making sure the students have all the tools necessary to have secondary education success. If you have **any** questions, or we can be of any help to you in any way please call or e-mail:

Luanna Fisketjon

Luanna.e.fisketjon@wsc.nodak.edu

701.774.6234

Deskfast

Many people are now eating a “deskfast” instead of a breakfast. People are picking up food and eating at their desk instead of eating a breakfast at home.

Times have changed.

Technology

Smilebox

Scrapbooking, Ecards, Slideshows and More

Smilebox is a photo service that lets you quickly turn life's moments into digital creations you can share with others or save for yourself. Choose from hundreds of ecard, scrapbooking, and slideshow designs for every occasion. New designs are released every week. Personalize and share your Smilebox creation for free, or select premium options for print, DVD burning, expanded music choices, and no advertisements.

<http://www.smilebox.com/>

Dabbleboard

Whiteboard Reinvented

Dabbleboard is an online collaboration application that's centered around the whiteboard. With a new type of drawing interface that's actually easy and fun to use, Dabbleboard gets out of your way and just lets you draw. Finally the whiteboard enters the digital age!

<http://www.dabbleboard.com/>

Play with numbers and give your brain a workout!

[Math Playground](http://www.mathplayground.com), an action-packed site for elementary and middle school students. Practice your math skills, play a logic game and have some fun!

<http://www.mathplayground.com>

Safety

Embrace Life Always Wear Your Seatbelt

Everyone should watch this website. It has a unique way of showing the importance of wearing seatbelts...one you will remember for a very long time.

<http://www.youtube.com/watch?v=h-8PBx7isoM>

ND Hunter Exam

Reviewed by the North Dakota Game & Fish Department

This online hunter education course is reviewed by the North Dakota Game & Fish Department. Using this study tool will help prepare you to obtain your North Dakota Hunter Education Certificate in a classroom setting.

<http://www.hunterexam.com/usa/northdakota/>

Brain Teaser

A LITTLE BRAIN TEASER FOR ALL!!!!

See if you can figure out what these words have in common.

Banana
Dresser
Grammar
Potato
Revive
Uneven
Assess

Look at each word carefully.

No, it is not that they all have at least 2 double letters.

Answer:

In all of the words listed, if you take the first letter, place it at the end of the word, and then spell the word backwards, it will be the same word.

Adult Education

OVAE's National Meeting Posted On Secretary's Blog

If you missed OVAE's National Meeting for State Directors of Adult Education Feb. 2-4 in Washington, D.C., catch up on Secretary Duncan's remarks by reading [his blog](#) –

<http://www.ed.gov/blog/2010/02/secretary-duncan-speaks-to-state-directors-of-adult-education>

for Feb. 22. The blog is one of the new ways the Department is communicating. You can also follow our news on Twitter and Facebook by visiting www.ed.gov.

LINCS Region III Regional Resource Center 2009/2010 Partner Meeting website

This is the link to the LINCS Region III Regional Resource Center 2009/2010 Partner Meeting website with the meeting notes, handouts, and PowerPoint presentations:
<http://literacyworks.org/rrcr3/>

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Dear Colleagues:

Yesterday President Obama pledged increased focus and funding to tackle the dropout rate calling "an economic imperative if the United States intends to remain competitive in the global society;" here's a link to the New York Times story: <http://thecaucus.blogs.nytimes.com/2010/03/01/obama-takes-aim-at-school-dropout-rates/>

Once again, the President and his administration are addressing an important issue - and once again they are doing it using a one-dimensional approach that ignores the vital role that adult education plays in building the skills of our nation's undereducated and limited English proficient students so that they are prepared to benefit from and contribute to our nation's economic health. Isn't it about time we increased the volume of our voices so that this administration and all members of Congress understand how short-sighted these initiatives are when they bypass the only viable alternative for students who do drop out and the more than a quarter of our nation's workforce who lack the skills to effectively contribute to and thrive in our economy?

Bob Bickerton

Science Experiment

Bacteria & Hand Washing

Home Science Tools: The Gateway to Discovery has a bacteria and hand washing experiment which may be fun to have students try to show the importance of hand washing. You have millions of bacteria living on your skin. While some types are harmless, bacteria are a major source of illness. They spread easily every time you touch something – you leave them and pick them up on doorknobs, telephones, and more. Touching your face (especially eyes, nose, and mouth) with your hands can allow bacteria to get inside you and make you sick. One of the best ways to prevent the spread of illness is just to wash your hands well in soap and water. It seems so simple, but it really does work! With this project, you can experiment to see which hand soaps are most effective in getting rid of bacteria.

<http://www.hometrainingtools.com/article.asp?ai=1678&camid=&bhed2=1267425351>

Teaching with Brain Movement

Jean Blaydes Madigan was a presenter at the All Area School Inservice in Williston in January. Here are some notes from her session:

1. Between 10:00 p.m. to 2:00 a.m. teenage hormones rage. Teens want to get online, text, etc. at this time. They really should have at least 9 hours of sleep. On testing day – they are jet lagged from not enough sleep if school starts at 8:00 a.m.
2. At about the age of 25 males and females start to settle down.
3. Exercise changes the brain: Grows brain cells, more capacity to learn, the more you exercise the more your remember, and add activity in your life and teaching.
4. Classes: keep groups small – maybe 4 people.
5. Use music a lot for classroom monitor. Music can talk for you. If you use *their* music – be careful!!-it has innuendos.
6. 85% of students are kinesthetic learners.
7. Talk in pictures – the brain remembers better in pictures.

8. Movement brings the teens back into balance.
9. Teens think more in emotions.
10. 90% of reading depends on coordination and movement.
11. Make sure the students drink plenty of water. Water is a natural conductor of electricity in our body. Dehydration affects learning.

<http://www.abllab.com/>

GED Graduation

Please send GED graduation information for the newsletter. When is your graduation, any special plans for graduation, etc.

This year the Williston Adult Learning Center's GED graduates will be going through graduation with the Williston State College graduation. This is a first for Williston and we thank Dr. Nadolny for suggesting this be a possibility. What a remarkable experience this will be for the GED graduates; one they should remember for a very long time.

This may also encourage the graduates to transition to higher education in the near future.

The graduates will also have the opportunity to hear Roxana Saberi speak at graduation. Her book, *Between Two Worlds: My Life and Captivity in Iran*, is supposed to out at the end of March...this will be a great book to have in the classroom before she comes to speak.

For more information on Roxana Saberi go to:
<http://www.time.com/time/world/article/0,8599,1896532,00.html#ixzz0gx8o4TrB>



Career Pathways

NAEPDC News, Views, and Clues February 25, 2010

Career Pathway Instructional Frameworks

What does an integrated education and training instructional framework look like? Now you know.

Thanks to NIFL, we have begun a resource page to capture examples for you to use. See the current list below. You can find them at:
http://www.nifl.gov/lincs/resourcecollections/RC_workforce.html

WE WANT YOURS: If you have developed integrated programs, please share. Send them to me at lmclendon@naepdc.org and we will add them to the listing.

Industry Specific Basic Skills Instruction

-Basic Skills and Communication for Construction Workers: Guidelines and Training Materials
http://www.basic-skills-for-work.org/opencms/opencms/system/galleries/download/BS-public/BSCurriculumConstruction_en.pdf

-Building Basics: ESOL Toolkit for General Construction, Landscaping, Painting, and Plumbing
<http://www.valrc.org/publications/buildingbasics/#top>

-Bridging the Employment Gap: Janitorial
<http://www.nald.ca/library/learning/gap/janitorial/pdf/janitorial.pdf>

-English in the Workplace for School Custodians
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/20/7a/03.pdf

-Project Care
<http://projectcare.worlded.org/>

-Hotel T.E.A.C.H. Project Curriculum

http://www.nifl.gov/lincs/resourcecollections/abstracts/workforce/RC_work_abs55.html

-Workplace Health and Safety ESOL Curriculum
http://www.nifl.gov/lincs/resourcecollections/abstracts/workforce/RC_work_abs53.html

-Embedded Learning Portal (Curriculum Sample Reviewed: Production Process Module 2)
http://www.nifl.gov/lincs/resourcecollections/abstracts/workforce/RC_work_abs03.html

-Key Skills in Vocational Areas
http://www.ngfl-cymru.org.uk/vtc-home/vtc-key_skills-home/vtc-keyskills-in-vocational-areas.htm

-Steps to Employment
<http://www.settlement.org/steps/manuals.html>

-Bridges to Careers for Low-Skilled Adults: A Program Development Guide
<http://www.womenemployed.org/docs/BridgeGuideFinal.pdf>

- GED Career Bridge to Hospitality Curriculum (All sections)
http://www.nifl.gov/lincs/resourcecollections/abstracts/workforce/RC_work_abs06.html

-ESOL Customer Service Training Curriculum
<http://www.gogedgo.org/customerservice.html>

-Tennessee ESOL in the Workplace
http://www.nifl.gov/lincs/resourcecollections/abstracts/workforce/RC_work_abs01.html

-Vocational English as a Second Language: Courses A&B Curriculum Guide
http://www.nifl.gov/lincs/resourcecollections/abstracts/workforce/RC_work_abs02.html

All NAEPDC News, Views, and Clues are archived at:
http://naepdc.org/news_views_clues/nvc_home.html

Keep up the good work. Let me know when we can help.

NAEPDC

A Natural Resource For Adult Education State Directors and their Staff Members Dr. Lennox L. McLendon, Executive Director
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Dropout Prevention Survey

Attached is a survey we've been asking high school principals, counselors, etc. to administer to students who drop out of their schools. We want to use results of the survey to help us do a better job of keeping students in school throughout the state. Would it be possible to print the survey in your newsletter and encourage your readers to administer it to the students they work with?

Thanks,

Mark Berntson
Director of Bands - West Fargo High School
Coordinator - North Dakota Dropout Prevention Summit
Vice-President - North Dakota Education Association
701-499-1828 (w) 701-799-6528 (c)

Survey is found on page 6 of this newsletter!! Please send the surveys to Mark when they are completed.

Dropout Prevention Team Preliminary Survey

*Please administer this survey to any dropout student you know.
Submit a separate form for each student.*

School: _____

Number of credits earned by the student: _____

Did the student fail at least one semester of Freshmen English? _____

Questions for exiting student:

1. Did you find that school wasn't challenging enough? _____

2. Did you feel that your teachers expected a lot from you? _____

a. If so, did they expect too much from you? _____

b. If not, would you have worked harder if your teachers had expected more?

3. Did you find any of your classes interesting? _____

a. If so, which ones were interesting to you? _____

b. If not, would you have worked harder if your classes had been more interesting?

4. On a scale from 1 to 10 how involved in your education have your parents been? _____

5. Did you feel that the adults in your schools cared about you? _____

6. Do you think you could have graduated if things had been different? _____

7. What is the number one reason you decided to drop out? _____

8. Do you plan to get your General Equivalency Degree (G.E.D.)? _____

9. Is there any chance you will re-enroll in high school at a later date? _____

10. Is there anything else you'd like to tell us? _____
